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ABSTRACT

This booklet presents the highlights of the 46th International Conference on Educational Exchange including the texts of three speeches given at the Conference. Conference sessions addressed global competence from the perspective of international exchanges, various professions, and the formal educational system, as well as the relation of global competence to general education for citizenship, diversity and multiculturalism, the training of specialists and teachers, and language studies. The first presentation by Richard D. Lambert, Director Emeritus of the National Foreign Language Center, examined five components of global competence: knowledge, empathy, approval, foreign language competence, and task performance. This was followed by a presentation from Richard Riley, U.S. Secretary of Education, that briefly highlighted government's role in fostering international education and acknowledged the efforts of the Council on International Educational Exchange in developing international understanding beyond the traditional European nations. The final presentation was delivered by Charles J. Ping, President of Ohio University. It focused on international education and educational change from the university's perspective. (GLR)

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"EDUCATIONAL EXCHANGE AND GLOBAL COMPETENCE"

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46TH INTERNATIONAL CONFERENCE ON EDUCATIONAL EXCHANGE

Washington, D.C.
November 1993

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Table of Contents

Highlights page 4

Awards page 6

Remarks page 7
Richard D. Lambert

Remarks page 15
Richard W. Riley

Educating for Global Competence: A New Agenda page 17
Charles J. Ping

CIEE gratefully acknowledges the support provided by the German Marshall Fund for the organization of this conference.

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46th International Conference on Educational Exchange

HIGHLIGHTS

CIEE's 46th International Conference on Educational Exchange was held November 2 – 4, 1993, at the Omni Shoreham Hotel in Washington, D.C. The conference had as its theme "Educational Exchange and Global Competence" and was attended by over 400 participants.

Many of the sessions were devoted to aspects of the theme, which was the subject of the landmark report by CIEE's Advisory Council for International Educational Exchange, *Educating for Global Competence,* in 1988. The report reviewed the state of educational exchanges and made recommendations for the future, both for the field and for CIEE, but did not fully define the term "global competence."

Joseph Duffey, Director of the United States Information Agency, in his videotaped address to the opening plenary, stated that "Nothing is more central to the mission of the United States Information Agency today than the endeavor to refine and shape, in the popular language of the day 'reinvent,' educational exchange, so that it may better serve to further international dialogue. Likewise, the effort to define and foster 'global competence' is a worthy goal essential to improving international understanding, especially today, but also for future generations."

Jack Egle, President-Executive Director of CIEE, discussed the need to define global competence in the opening plenary.

Richard D. Lambert, Director Emeritus of the National Foreign Language Center and Chair of the conference, and Karl Roeloffs, Director Emeritus, Deutscher Akademischer Austauschdienst, spoke at the CIEE conference's opening plenary.

In his remarks, Richard D. Lambert, Director Emeritus of the National Foreign Language Center and Chair of the conference, made the first attempt at defining global competence by saying "We have in mind a kind of mellowed patina that marks the civilized person, a salubrious personal growth that is unidimensional, cumulative, irreversible,

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recognizable, and measurable.... We not only believe we know what global competence is when we see it, but also that we can create it."

Jack Egle, President-Executive Director of CIEE, described the reasons for defining these terms in his remarks at the opening plenary. "It is our hope that a clear definiton of global competence will bring a sharpness of focus to our effort to realize it and enable us to articulate standards for global competence that will contribute to our ongoing effort to internationalize our educational institutions and our society as a whole."

Karl Roeloffs, Director Emeritus, Deutscher Akademischer Austauschdienst, remarked in his speech at the opening plenary that "it is important that our systems of educating aim at promoting 'global competence'," which he defined as "fostering knowledge and expertise, empathy and understanding, favorableness and realization of responsibility among the next generation of graduates for all parts of the globe.... All regions of the world are prospective important markets and partners in a policy to maintain conditions that are conducive to peaceful cooperation."

C.L. Sharma, Senior Special Advisor and Deputy Director General, UNESCO, spoke on the issue of U.S. membership in UNESCO.

Discussing the future role of global competence in her remarks at the closing plenary, Nancy Cole, Executive Vice President, Educational Testing Service, called it "a concept with potentially enormous impact for all of us, with implications for student learning during school years; for our business and work lives; and for our international interactions, be they social, cultural, governmental, or business."

In a speech given at the closing plenary, Charles J. Ping, President of Ohio University and Chair of the CIEE Board of Directors, remarked that the goals of the conference were worthy because ""Internationalization' and 'global competency' are now in fashion, and therefore, as terms, are at risk. But the subject is too important to be surrendered to the oblivion of meaning everything and, therefore, nothing."

Sessions addressing the theme examined global competence from the perspective of international exchanges, various professions, and the formal educational system, while others focused on its relation to general education for citizenship, diversity and multiculturalism, the training of specialists and teachers, and language studies.

Another session was devoted to continuing the discussion of broadening the base of participation in international education, which was the theme of CIEE's 43rd annual conference in 1990

Nancy Cole, Executive Vice President, Educational Testing Service, talked about the role of assessment in defining 'global competence' in her remarks at the closing plenary.

and a key recommendation contained in *Educating for Global Competence*.

Other sessions dealt with more specific issues affecting exchanges, such as the impact of new technology on study abroad, international internships, structures and infrastructures of exchanges, and the cultural context of language instruction.

Speakers at the conference included Lee Huebner, Publisher, *International Herald Tribune*; Morton Kondracke, political columnist and Senior Editor of *Roll Call* magazine; Richard W. Riley, U.S. Secretary of Education; C.L. Sharma, Senior Special Advisor and Deputy Director General, UNESCO; Donald Stewart, President, The College Board; and Rep. Esteban Torres (D – Cal.).

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AWARDS

Four recipients of the Awards for Service were honored for their contribution to the field of international educational exchange at the annual awards luncheon, held November 3. The awards were presented by David Larsen, Vice President and Director of the Center for Education Abroad at Beaver College.

The award for Outstanding Contribution to International Educational Exchange was bestowed posthumously on Stanislav Petrovich Merkur'ev, former Rector of St. Petersburg University.

Before his death in May 1993, Merkur'ev played a major role in opening Russian higher education to closer cooperation with the West, and was instrumental in the establishment of nongovernmental organizations such as the new Association of Russian Universities. Merkur'ev's award was accepted by Ludmila Verbitskaya, Acting Rector of St. Petersburg University.

Ladislav Cerych, Consultant and former Director, European Institute of Education and Social Policy, was honored with the Award for Research. Cerych's published work spans a wide variety of topics in higher educational development and comparative education, and he has played key roles in the development of the European Community's ERASMUS and TEMPUS student mobility schemes.

Mary Thompson, former Director of the YMCA's International Student Service, received the Award for Service. Larsen praised Thompson for her many years of distinguished service with International House in New York, Fisk University, and the International Student Service of the National Board of the YMCA.

The Award for Service was also awarded posthumously to Robert B. Bailey III, former Director of the Semester Abroad Program at the University of Wisconsin at River Falls. Larsen described how Bailey founded the program at the University of Wisconsin and lauded his dedication, persistence, and eloquence as a member of CIEE's board of directors in advocating increased participation by minority students in study abroad. Bailey made the first contribution to what are now known as the Robert B. Bailey III Scholarships, which are granted to minority students planning to participate in an international exchange program, and included an additional $170,000 in his will for the scholarship fund. Bailey's award was accepted by his mother, Beatrice Bailey.

Back row from left: David Larsen, Vice President and Director, Center for Education Abroad, Beaver College, and Jack Egle, President-Executive Director, CIEE. Front row from left: award recipients Beatrice Bailey (mother of Robert B. Bailey III), Mary Thompson, former Director, YMCA International Student Service, Ladislav Cerych, Consultant and former Director, European Institute of Education and Social Policy, and Ludmila Verbitskaya, Acting Rector of St. Petersburg University (who accepted on behalf of Stanislav Petrovich Merkur'ev).

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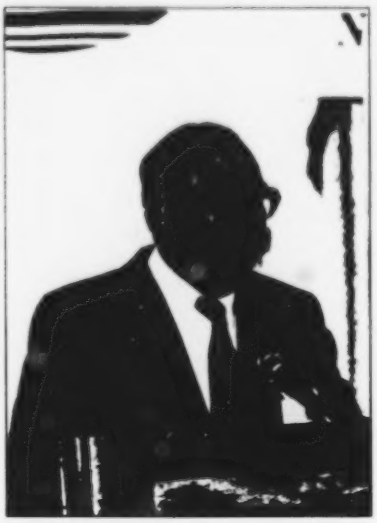
46th International Conference on Educational Exchange

RICHARD D. LAMBERT

Director Emeritus
National Foreign Language Center

CIEE Conference Chair



Richard D. Lambert, CIEE Conference Chair, welcomed participants to the 46th International Conference on Educational Exchange.

As chairman of this conference, let me join in welcoming you. As you can see, this year there are two different kinds of activities going on.

First, there is a set of excellent panels and workshops reporting on developments of current interest to the field. Second, there is a conference within a conference. You will find that we have scheduled throughout the next several days panels dealing with a particular aspect of our special theme of global competence.

I see this mini-conference as both an intellectual exercise and a celebration. It is a celebration in that the topic these panels are addressing is what distinguishes us as a field, what defines the goal of what we do as a profession. We are all, in our own way, attempting to create a global competence.

It is an intellectual exercise in that the panels collectively will try to characterize and perhaps even begin to measure what global competence is. We all feel in our bones that there is a special personal quality produced by international education, particularly overseas experience.

Over the years it has been called "global awareness," "a global perspective," or "cosmopolitanization," and we sort of know what we mean. We have in mind a kind of mellowed patina that marks the civilized person, a salubrious personal growth that is unidimensional, cumulative, irreversible, recognizable, and measurable.

Above all, it is subject to creation and nurture through the educational process. We not only believe we know what global competence is when we see it, but that we can create it. The history of the past 40 years of international education has been directed to doing just that.

And yet, when we try to be more specific about what we mean by the notion of global competence, it comes apart in our hands. For one thing, if we start from the perspective of the various parts of international studies, we may discover that there is so little overlap between what they are trying to produce that it makes no sense to refer to them all by the same term.

I am reminded of that clichéd metaphor about the five blind men all feeling different parts of an elephant and projecting what their hands tell them to describe: five very differently-shaped animals. I ask you to keep in mind the possibility that the blind men were right, there may be no elephant. Global competence may not be singular, but plural. It may not describe one thing, but many separate things.

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In the next several days, various panels will approach the question of global competence from the perspective of a number of the separate tribes within international education: study abroad, language, the practitioners of various professions, those who prepare people to engage in those professions, the students of international relations, specialists on particular world areas, and measurement specialists. When we put all of these together, we will take another look at the singularity of global competence.

Another possibility is that what we have in mind when we say "international competence" may be so vague and lacking in specificity that it defies definition, let alone measurement. In part, this sloppiness of definition is characteristic of evangelical zealots feeling that we are fighting in the wilderness against the overwhelming forces of parochial barbarism.

I think, however, it is time we tempered our proselytizing ardor with a little more rigor. And no matter how much we hate scholasticism, since it is an intellectual game requiring more precision and empiricism than we are usually comfortable with, if we cannot even begin to answer the question of "what is it?" then we certainly can't measure it and perhaps "it" doesn't really exist in any meaningful sense.

As a start on this process, let me begin to parse "global competence," to take it apart into some of its components. As I try to do so, I will draw in the distinctive frames of reference of the various international studies tribes, indicating how they tend to emphasize one or another of the various frames of reference. At the end I will consider briefly whether it is useful to think of them collectively or individually.

As I read the literature, I think I distinguish five different components of global competence: (1) knowledge; (2) empathy; (3) approval; (4) foreign language competence; and (5) task performance. As we will see, as they relate to international matters, these are not the same thing, and the different tribes of international studies tend to emphasize one or another of these components. Indeed, there is little survey evidence that indicates that they are not highly correlated.

Knowledge

Americans frequently tell themselves and are told by others that we are a parochial lot, ignorant of world geography, people and events. This self-definition of parochialism is reinforced with great regularity by the periodic release of the results of public opinion surveys showing that a large proportion of the population is ignorant of some international fact. They comprise a genre I call the "dummkopf" surveys whose purpose is to document just how many dummies there are who will give the wrong answer on almost any conceivable topic. Typical of such exposés are the results of a Gallup survey of 10,280 eighteen to twenty-five year olds in 10 countries for the National Geographic Society in the Spring of 1988. It found:

- Despite heavy U.S. involvement in the Persian Gulf...75 percent of adult Americans surveyed could not find the Gulf...most put it in the Red Sea, Mediterranean, Black Sea, or Indian Ocean.

- No more than half of adult Americans know that the Sandinistas

and Contras are fighting in Nicaragua.

- Only 55 percent could identify South Africa as the country where apartheid is official government policy.

- About one-third could name four of the 16 NATO-member nations, and another third could not name any.

- Fewer than half know that most U.S. immigrants today come from Mexico and Central America.

The National Geographic survey found Americans not only absolutely, but comparatively, ignorant. "Overall, the United States ranked below Sweden, West Germany, Japan, France, and Canada, and on a par with the United Kingdom. Only Italy and Mexico scored lower."

The implication of this, and the legion of other similar surveys, is that a major component of global competence is the possession of up-to-date, accurate information. But what kind of information, since the amount of factual knowledge about other societies that might be learned is nearly infinite?

One attempt to answer this question is illustrated in one of the most comprehensive attempts to specify and measure global competence, then characterized as "global awareness." Many of you are familiar with the massive national survey of college freshman and seniors carried out in 1981 by the Educational Testing Service for *Change* magazine. It is instructive to see what categories of information the researchers believed "were necessary to global understanding" and therefore should be part of the knowledge test.

As part of a 96-question battery, knowledge questions were asked about international aspects of: the environment, food, health, energy, religious issues, arts and culture, distribution of natural characteristics, relations among states, war and armaments, human rights, racial and ethnic issues, and population. It will be noted that these are not geographically-rooted topics but cross-cutting contemporary issues. College seniors got on the average about 50 percent of the answers right. Some indication of the grasp of American college students of information that the survey defined as minimal for global understanding is contained in the frequency of correct responses by subject matter.

> Questions on 1. Health, 2. Distribution of Natural Characteristics, 3. Arts and Culture, and 4. Population elicited the highest levels of performance in that order, while questions on Energy, Relations Among States, and Religious Issues elicited low levels of performance. Historical questions were answered with considerably less success than were questions having current content, and social science content generally proved easier than humanities content. (p. 135)

The authors' general conclusion about the information content of global awareness is summarized as follows: "The data from these...questions, however, demonstrate that even those American students who go on to college are surprisingly ignorant of some basic political, cultural, and geographic facts about the world in which we live." It appears that a globally competent person must be able to be a winner on the television show "Jeopardy," answering correctly all questions relating to anywhere outside the United States.

The provisions of internationally-oriented substantive knowledge is a core part of almost all aspects of international education. It is of overwhelming importance in the training of advanced specialists in one international specialty or another. However, the domain of that information tends to become rather narrowly defined, focusing on a single or a few countries or topics, and the earmark of that specialty is the depth of the command of that knowledge. There are three basic tribes of academic international specialists: experts in language and area studies, experts in international relations, and experts in a particular topical area or sub-discipline such as international economics, demography, or art history.

The principal point of the training and the performance of these specialists is the acquisition and creation of knowledge. Indeed, particularly on the humanistic end of the disciplinary spectrum, the more erudition on the topic or country the specialist possesses, the better. On the social science end, it is the elegant creation of new knowledge and insights that matters, but what distinguishes the

"...the topic these panels are addressing is what distinguishes us as a field, what defines the goal of what we do as a profession. We are all, in our own way, attempting to create a global competence."

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area specialist from the general social scientist is the depth of knowledge he or she possesses about the area. And the long-term trend in the training of academic international specialists is the constant narrowing of the topic or geographic area to which the training or research relates.

The question that area studies brings to the fore as we think about global competence is whether depth of information about a particular corner of the globe produces a more generalizable skill that may be called "global competence," or does it produce only a very discrete competence that is not generalizable. Moreover, does area expertise necessarily carry with it the psychological transformation implied by the terms empathy and favorableness, to which I now turn.

Knowledge acquisition is also one of the major goals of study abroad, although, as we shall see, not its primary goal. Moreover, as a recent examination of the pre-departure training materials used by CIEE, the University of Pennsylvania, and the Fulbright and National Science Foundation orientation programs for students going to study in Japan illustrates, what orientation programs tend to focus on is factual knowledge about the country to be visited.

Empathy

I mean by empathy the ability of an individual to psychologically put her or himself into another person's shoes. In international education we see empathy as transnational; in multicultural studies we see it as transcultural, usually with specific reference to U.S. based minority populations. The section of international studies where the most important outcome is the production of transcultural empathy is study abroad. Crauford Goodwin and Michael Nacht stated it clearly:

> The justification for the largest number of study abroad programs today is that any exposure to a foreign environment during one's formal education is better than none. Students will be faced overseas with 'difference.' The defenders of this goal speak especially of a personal metamorphosis in those who partake—a gestalt change that varies with the individual, cannot be predicted in detail, but is enormously important as an outcome. Students in this way become, it is said, more mature, sophisticated, hungry for knowledge, culturally aware, and sensitive. They learn by questioning their own prejudices and all national stereotypes. They ask the meaning of national culture. Their horizons are extended and they gain new perspective.

In recent years there has been a widespread interest in reifying and perhaps measuring this broadening process and specifying more precisely the contribution of student exchanges to its development of that competence. Note, for instance, a term used by Carol Saltzman describing the pre- and post-study abroad orientation program at the University of California at Los Angeles. She refers to "150% persons." These are individuals who "understand, [empathy] find value in, and have positive sentiments [favorableness] toward both cultures. Such people are effective interacting with people of both cultures.

Other authors refer to such people as "multicultural persons," "mediating persons," and those having "intercultural

competence." While Saltzman uses the term "150%" as a description of a kind of person, as the article makes clear she really views 150% as the end product of a process, stressing "the additive nature of biculturalism."

The process she has in mind is one that underlies almost all of American thinking about study abroad, indeed of international education in general. It is essentially a stage or transformation theory by which an individual progresses from "ethnocentrism" defined as "assuming that the world-view of one's own culture is central to all reality" to "ethnorelativism." Since I will use the latter term to refer to one of the general goals of international education it is useful to examine it a little more closely.

Bennett defines it as follows: "Fundamental to ethnorelativism is the assumption that cultures can only be understood relative to one another. There is no absolute standard of 'rightness' or 'goodness' that can be applied to cultural behavior. Cultural difference is neither good nor bad, it is just different. One's own culture is not any more central to reality than any other culture, although it may be preferable to a particular individual or group."

Along the personal pilgrimage from ethnocentrism to ethnorelativism a number of mechanisms and way stations are typically identified. Toward the ethnocentral pole the individual may deal with cultural differences through denial, defense, and minimization of differences. Progress toward ethnorelativism is marked by acceptance, adaptation, and integration. There are numerous other stage theories, each with its own nomenclature.

For instance, Gerhardt Winter speaks of a stage of ecological orientation, social orientation, emotional orientation, and personal orientation. Characterizing the different stages in this transformation are U-curves, W-curves, J-curves describing the adjustment stages that individual sojourners are supposed to pass through. The emphasis is heavy on changed cognitive styles and attitudes; it is relatively light on the acquisition of information.

"If there is a task to be accomplished by participants in exchanges, it is the general one of adapting to cultural contrast. ...The overwhelming emphasis on characterological growth as evidenced in most early evaluation studies underlines the importance of this presumed psychological change."

Also lightly touched are questions about whether progression to ethnorelativism makes one more effective in accomplishing particular tasks abroad. Are the students who take greatest advantage of classroom instruction, or advanced most in language learning, or who complete assigned academic tasks those who have most successfully made this transformation?

If there is a task to be accomplished by participants in exchanges, it is the general one of adapting to cultural contrast. Lack of progress through the transformation process is seen as a particular pathology—culture shock. Hence, almost all study abroad orientation courses and mid-sojourn counseling programs seek to provide individuals with a set of mechanisms for forestalling or recovering from culture shock. And even the students' reentry into the home culture is conceptualized by study abroad practitioners as a retracing of the entry stages and the culture shock problems encountered in living abroad. The overwhelming emphasis on characterological growth as evidenced in most early evaluation studies underlines the importance of this presumed psychological change.

Approval

As the proceedings in many a rancorous divorce case will indicate, there is no necessary link between possessing immense amounts of information, or even empathy, and approval. However, we in international studies seem to assume that there is. An examination of the second part of the ETS global awareness study is quite revealing in this regard. It was asserted that a substantial part of global awareness was not just factual but attitudinal. I want you to note that in measuring attitudes how quickly they slid down the slippery slope to specifying favorableness as a necessary component of global awareness.

In the global awareness survey, sixty-four items measuring attitudes were selected from the numerous existing attitudinal scales relating to international affairs. A factor analysis was made of student responses as to whether they agreed or disagreed with each statement. Four factors emerged, which were labeled Chauvinism, World Government, Cooperation, and War. It is not difficult to guess what attitudes under these rubrics were judged to be desirable. The conclu-

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sions, keeping in mind the authors' implicit judgments, are interesting:

> Attitude item responses obtained in the survey do indicate, however, that sizeable proportions of the three student populations have attitudes, feelings, and perceptions that are unenlightened or unproductive from the perspective of global understanding.
>
> The Chauvinism Scale responses revealed that chauvinism—excessive patriotism—is a surprisingly popular sentiment.
>
> World Government Scale responses revealed the general popularity of world government, but also showed that about two-thirds of each student group do not favor giving up independence or national autonomy to supranational authority.
>
> War is viewed negatively in general, but exceptions occur to an appreciable extent where conditions that might justify war are specified.
>
> The Cooperation Scale included a set of items dealing with immigration of foreign persons to, and foreign domestic investment in, the United States. The results indicate an alarmingly exclusionary attitude.
>
> The Concern Scale tapped interest in international developments and other cultures and feelings of empathy and kinship with peoples from other nations and cultures. Generally, about one-third of the students report that they do not have the desired interest or feelings.

Looking back at what were defined twenty-five years ago by a national committee of experts as values necessary for global understanding is a bit startling. The major point being made is that in addition to the acquisition of information, the goal of most international studies has an attitudinal and valuational component, and that valuation is presumed to be favorableness to things abroad. What is here described as the Concern Scale seems close to what was referred to above in the discussion of study abroad as ethnorelativity.

A more recent view of the easy transformation from empathy to favorableness is evident in the first draft of a statement drawn up by a committee to revise foreign language instruction in the schools in New York State. The draft statement of the final benchmark to be achieved by students by the end of their secondary education illustrates clearly the mix of information, empathy, and favorableness that global competence is presumed to imply.

> *Knowledge:* The student demonstrates knowledge of a variety of aspects of the target language culture and can reliably distinguish between idiosyncratic and culturally authentic patterns of behavior.
>
> *Skills:* The student interacts positively in a wide variety of situations with people and/or ideas (e.g. authentic vs. adapted text) from the other culture.
>
> *Attitudes:* The student has the willingness to emulate and adopt some of the relevant behaviors and perspectives of the target culture.

It should also be noted that this statement originated with a committee whose focus was ostensibly on foreign-language

learning illustrating the special, and often somewhat ambivalent, place of foreign language learning in international studies.

Foreign Language Competency

The relationship of foreign language skills to global competence will be discussed in three of the panels offered. One panel will examine the extent to which foreign language learning is necessary to global competence. Can true global competence proceed without it, and if it is necessary, how much skill in how many languages do you need to be globally competent? I note as an aside that the ETS global awareness survey found a very low correlation among American college students between their performance on tests measuring their foreign language competency and either trans-cultural knowledge, empathy, or favorableness.

A second panel will be concerned with the reverse question: how much factual information and empathy about a country is necessary to achieve a mastery of a country's language? This is currently the subject of a major debate within the foreign language field itself, a debate that is becoming more insistent as the field begins to formulate national standards for foreign language learning.

Third, a panel will examine the special case of foreign language and study abroad, examining how much language is necessary to cope adequately in the foreign setting, and conversely, what is the contribution of study abroad to mastering a foreign language.

Task Performance

So far I have been discussing four possible dimensions of global competence—knowledge, empathy, approval, and foreign language competence. There is a fifth dimension, or perhaps more appropriately, a fifth way of looking at the issue that is dramatized by the question: global competence to do what? Should we think of global competence as being a rather diffuse general quality of the mind like being a cultured or an educated person, or should we start from the usage end and ask what is required to perform successfully a number of specific tasks in the international arena?

" ...in addition to the acquisition of information, the goal of most international studies has an attitudinal and valuational component, and that valuation is presumed to be favorableness to things abroad."

Is it the same thing when the tasks are as different as working in an international news network, repairing high tech equipment around the world, participating in international science, or managing an internationally-oriented business? Is it a generalizable trait or is it specific to particular tasks or situations? And must task-oriented competence be acquired from experience or can it be trained?

Two different panels in our mini-conference will address these issues. The first will be concerned with global competence from the perspective of a number of different occupations and professions, and the other will examine the educational programs preparing people to go into international specialties within these occupations. Second, we must address the question of the balance between a technical skill and global competence, a question that is being constantly negotiated by educators and personnel directors as we speak.

It is instructive to look at the educational implications of this question. While I do not know that anyone has quite framed the question in the fashion we are considering it here, there are literally hundreds of experiments going on within corporations or in educational institutions purporting to prepare people for international jobs. The most notable experiments are in business schools where separate departments or majors that prepare students for international business jobs have sprung up.

There are some 19 federally-funded centers for international business and research (CIBERs) spread among our major universities that receive half a million dollars per year in federal funds under Higher Education Act Title VI to maintain special training programs. There are some interesting experiments among them, but each of them faces some basic questions. Who or what is an international business expert, and how should such a person be trained? For instance, does it require a knowledge of a foreign language and depth of experience in one or a number of foreign countries?

I recently had a conversation with a former CEO of one of our leading international companies who told me that he had never mastered another language or lived for any period of time in another country, yet he was constantly on the plane dealing directly with his equivalents in 28 other countries. I talked to a CEO of another company who viewed an initial stint in a particular country and a mastery of its language as an indi-

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cation of a readiness to acquire a global competence rather than a necessary part.

He went on to say that most of the top management positions in his firm went to people who, unlike him, had served at least one term in another country and had mastered its language and culture. Both, however, insisted that the most important skill was technical and that the linguistic and cultural portions were grafts that finished the education rather than the other way around.

I have had some personal experience with this question of the nature of the specificity of training or experience for task oriented global competence when I participated in a pioneer training program established precisely to invent the appropriate mix of technical skills and global competence.

Several years ago, before I retired from the University of Pennsylvania, I taught in the Wharton School's Lauder Institute of International Management. During the first summer in that training, the students all took an integrated set of three courses on economics, sociology and political science. I taught the sociology course. At the end of this course sequence, the students were able to grasp and reproduce some of the essence of these disciplines.

However, throughout the course I faced the question of how to present a specifically global orientation to the instruction. Should the information I presented be chosen exclusively from international examples? Should I try to promote empathy, that is, get them to see matters in general, or specifically business problems from the perspective of various different societies? I gave up as impossible the notion that I should try to get them to like other societies.

I taught that course for three years and never created a mix that satisfied me. I should also report that perhaps I should have not even bothered to try. Two years later, after they had had two internships abroad and shown mastery of a foreign language, my co-teacher, a Wharton professor specializing in international marketing, taught the same group of students in a semester-long capstone seminar. By that time, the generalized international competence we on the liberal arts side had tried to provide had been almost totally displaced, and the rather substantial language competence they had acquired was largely irrelevant to their future careers.

The result of two years' intensive business training had brought the students to a clearly defined, coherent, and to them intellectually satisfying business school way of viewing the world. The thin patina of liberal arts global competence provided in the introductory social science courses, and in a full-scale parallel M.A. program in international studies the students were required to take, was viewed by the students as fundamentally irrelevant to their future careers. Clearly, the dominant gene in the hybrid, the business perspective, had almost totally overpowered the more diffuse liberal arts; task orientation had won out over generalized international information and empathy.

I have heard recent stories from engineering schools and other schools training for applied specialties. I take this to mean that we have not yet resolved the question of how to prepare people for international tasks, and more generally, what a global competence means in terms of specific tasks that need to be performed.

I think I have now said enough to start us off. Thank you for listening, and once again, welcome.

46th International Conference on Educational Exchange

RICHARD RILEY

U.S. Secretary of Education

Richard Riley, U.S. Secretary of Education, emphasized that Americans must become more engaged in the world and meet "global challenges."

It is with great pleasure that I am here with you to honor the 46th International Conference on Educational Exchange.

Before making a few remarks, please allow me to congratulate three of your distinguished leaders:

Robert Woodbury, Chairman of the Board of the Council on International Educational Exchange

Jack Egle, President and Executive Director of CIEE; and

Richard Lambert, Chairman of the 46th International Conference.

Their work and your work in promoting international exchange provides thousands of Americans, and students from other lands, with unique experiences. Today's front-page story in the *Washington Post* about American exchange students in Moscow who are determined to "loosen up" their Russian counterparts is surely a statement that international exchanges are two-way streets. The American students were concerned that the Russian students were too serious—too much into homework. I hope the Russian students influenced our students to get more serious.

In today's shrinking world, real global understanding is an important element in making sure that America does not, once again, take an isolationist turn.

As the president suggested in his remarks last Friday in Boston about passing NAFTA, the test for this generation of Americans is precisely to engage the world fully and fight against the historic American tendency to turn inward. This effort happens against a perplexing backdrop.

On the one hand, our young people are increasingly aware that there is a world out there that matters and that touches their lives. The music they listen to, their increasing global environmental sensitivity, and their strong commitment to human rights are all indications that they know the world beyond America matters to them. All this is to the good.

At the same time, however, our young people, like so many Americans, have a tendency to expect the world to come to us on our terms rather than us meeting other cultures halfway. We want the rest of the world, for example, to learn English so that we can understand them better—which explains the extraordinarily low number of Americans who understand and/or speak a foreign language.

So, when we introduced the Clinton Goals 2000: Educate America Act in

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Congress, we added foreign language and the arts to the academic skills that we need to develop in America. And, what better way is there to become competent in a foreign language, a different culture, and the arts than through an educational exchange program?

I am also delighted to see that you are making a concerted effort to extend educational exchange beyond the traditional European destinations to include new opportunities in Asia, Africa, and Latin America.

In that regard, the Department of Education has a long history of developing international competence in lesser spoken languages through programs like Title VI of the Higher Education Act and Section 102 (b) 6 of the Fulbright-Hays Act.

The Fund for the Improvement of Post Secondary Education, FIPSE as it is called, has also been authorized to develop international programs. We hope to expand its pilot exchange program to Mexico and possibly Latin America next year.

I also want to acknowledge your strong effort to increase participation by groups that historically have been underrepresented in foreign exchange programs.

As we see every night on the evening news, the United States is engaged overseas from Somalia to Haiti to South Africa. We need Americans of every ethnic and racial background aware of and involved in understanding America's place in the world.

Congress has set aside $1 million to create an Institute for International Public Policy which will be charged with the task of opening up a new "pipeline" for graduates of Historically Black Colleges and Universities to enter the foreign policy arena.

CIEE's emphasis this year on developing global competence is timely and needed. I urge you to be bold and creative in your approaches. It is so consistent with GOALS 2000 and our other priorities.

Our president is only one voice in the fight to keep America from turning inward... and we need many voices to make the case for an America that is engaged in the world... an America that meets the global challenges in the here and now, and on into the 21st century.

I wish you success in the work of your conference and that it may produce positive and lasting results.

Thank you very much.

Educating for Global Competence: A New Agenda

CHARLES J. PING

President
Ohio University

Chair, CIEE
Board of Directors

Thank you for the invitation to join you and your board in furthering the goals of the Council on International Educational Exchange. I look forward to pursuing the agenda—both old and new—of global competency.

Anything I say will undoubtedly echo Dr. Lambert's summary of what others have discussed during the last few days.

Words have fashion just like design of neckties or length of skirts. "Internationalization" and "global competency" are now in fashion and therefore as terms are at risk. But the subject is too important to be surrendered to the oblivion of meaning everything and, therefore, nothing.

The purpose of this conference is to define and to begin the process of developing a new agenda. Both are necessary. Without clear definition there can be no coherent list of things to be done. You have come together to seek definition and to determine an agenda for action.

I am sorry I could not participate in the discussion sessions. Commitments made some time ago prevented me from being here. The trip I have just completed was for me and the institution I serve both an obligation and part of an institutional action agenda designed to sustain linkages with institutions and individuals in Southeast Asia. The trip was designed to renew strong institutional ties and the face-to-face contact so vital to internationalizing education.

In the last two weeks I met with a number of university and government officials; delivered a commencement address and gave two formal lectures on university campuses; engaged in negotiations for two contracts; and attended alumni dinners in Kuala Lumpur, Singapore, and Jakarta. Even though I missed most of the discussions of this conference, I did act on its agenda.

Charles J. Ping, the new Chair of CIEE's Board of Directors, addressed the closing plenary.

One of the problems of discussions at professional meetings is that we frequently find ourselves talking to the same people over and over again and thus do little more than reinforce already firmly in-place convictions. The old cliché "preaching to the choir" is misleading as anyone who has ever worked with a choir can testify. It is tough to preach to the choir at all.

Sören Kierkegaard described for the good Lutheran society of his day this difficulty as the task of seeking to become a Christian in the midst of Christendom, that is, a society of believers who assume they are what they only, he

argued, constantly seek to become. So too with internationalists.

It is particularly difficult to build an agenda because agendas deal not with analysis or discussion but with a list of things to be done. Action is difficult for educational institutions, particularly when the action involves change, because of two basic characteristics of universities and colleges: for all their vaunted liberalism, universities tend to be very conservative institutions and, as Frederick Rudolph insists in his history of American colleges, they are more changed than changing.

In an essay offering advice to young academics at the turn of the century, the Cambridge University classicist F.M. Cornford wrote about this resistance. Cambridge was stirring with responses to the modern world, yet Cornford insisted, "Nothing is ever done until everyone is convinced that it ought to be done, and has been convinced for so long that it is now time to do something else." This internal conservative mindset of universities contrasts with a ready acceptance by faculty of the need to change other institutions in society.

Accordingly, the forces that move a university come more from without than from within the university. The expectations that give rise to a definition of mission come from various sources; from government determination, as in the Morrill Land-Grant Act of the nineteenth century; from the enticements of funding, as in the development of the research university in the second half of the twentieth century; or from the interests of students as illustrated by the steadily increasing number of career majors in university curricula. In all instances, expectations dictated change.

Abraham Flexner in the 1930s described the emerging idea of a modern university as being "...not outside but inside the general social fabric of a given era. It is not something apart, something historic, something that yields as little as possible to forces and influences that are more or less new. [The university] is on the contrary... an expression of the age, as well as an influence operating upon both present and future." In contrast to Newman's idea of the university, Flexner's modern university is, to paraphrase his words, consciously devoted to discovering new knowledge, to solving problems, to addressing the needs of society, to producing highly educated graduates.

But Flexner's vision could not anticipate the world that was to come in the next few decades. The university in the closing years of the twentieth century is grappling with the consequences of an expansion of the idea of the university in response to forces that are more or less new. The latest idea holds that university education is an ongoing process as much as a confined period of life, that university education is less placebound than ever before, that the university is an expression of a new age of global interaction.

Forces and influences that are more or less new are reshaping the contemporary university. The university is influenced and reshaped even as our world has been forever changed by the compression of distances, by the volume and rapidity of communications, by the growing participation of a common dependence upon a fragile environment of a very small planet, and by the desperate search for new ways to order dealings of peoples and nations with each other.

Universities are not something outside this new world; they are part of this general social change. They are, as Flexner noted, an expression of the age.

Accordingly, to respond to the present era, universities must move beyond the parochial, the provincial, the ideologies of perspectives and understandings, and in their teaching and research universities must respond to the new global challenge.

Universities can and should contribute to the resolving of conflicts born of racial and ethnic and national traditions by drawing people together in experiencing and appreciating differences. Our fragile, shared environment can and should be in the forefront of the university's search for ways to modify the use of the planet, to change our industry, to develop new technologies, and, most importantly, to alter our all-too-human pattern of abuse of our environment and of each other.

Institutions are striving to respond in a variety of ways. The altering of curricula to multicultural perspectives of differences is an insistent theme of contemporary educational debate. The encouragement of the movement of students and faculty across national boundaries making the educational experience less placebound, a basic and historic mission of the Council on International Educational Exchange, is a critical element in the internationalizing of contemporary universities. Competencies in languages, the ability to be able to use languages, is a long-overdue corrective.

Adult and continuing education, executive training programs, ongoing professional education are moving from the fringes of university life closer to the center of university activity and thus offer important new student populations to serve. These populations bring an acceptance of the importance of functioning well in a variety of cultures which reflects an era of cosmopolitanism in which business people and others are at home in many countries. Finally, the linking of researchers, teachers, and students through the communications revolution—the possibility of almost immediately sharing a variety of topics and research results—produces the possibility of a broad universe of scholarly discourse.

The key to making the new agenda a list of things that will be done lies in reinforcing and strengthening these efforts.

The possibility of the university absorbing such a change is dramatically enhanced by the freeing of the university from being a place. People, spoken and written words, sounds, visual images, information, and data systems are not limited by place as they have been in the past. The movement of people, images, words, data is immediate. As never before, we can encounter diversity and difference daily.

" Only when differences...are the subject of curiosity and interest rather than antagonism and fear will we be able to put aside intolerance and bigotry and violence. "

We are different; we are many. This has always been true, but now we are interactive and interdependent as never before. Differences themselves should be emphasized to create the richness, the limitless potential of being human, a condition which contrasts sharply with the limits of the development of the natural environment. We can never fully exhaust this richness, even as we can never fully escape the fact that we as particular human beings are limited, formed by a given cultural tradition and by our own times. But, with this new world, we can learn to expand our understanding, our appreciation, our acceptance of a pluralistic world of peoples and cultures.

The world is richer and far more interesting as the product of these differences. The closeness of interaction in this world, however, becomes dangerous when the concepts of the self or tastes in music or religious, cultural, or ethnic differences are equated with truth or beauty or worth. Only when differences, as one commentator noted recently, are the subject of curiosity and interest rather than antagonism and fear will we be able to put aside intolerance and bigotry and violence. Only when racial, gender, ethnic, political, cultural, and religious differences are understood and accepted as subjects for serious scholarship and empathetic teaching will universities be an effective expression of this age and a redeeming force, again to cite Flexner, "operating upon both present and future."

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Council on International Educational Exchange

The Council on International Educational Exchange is a nonprofit, educational organization incorporated in the United States with international offices, affiliations, and representation. CIEE, founded in 1947 by a small group of organizations active in international education and student travel, was established to restore student exchange after World War II. In its early years, CIEE chartered ocean liners for transatlantic student sailings, arranged group air travel, and organized orientation programs to prepare students and teachers for educational experiences abroad. Over the years, CIEE's mandate has broadened dramatically and its activities and programs abroad have spread beyond Europe to Africa, Asia, Australia, and Latin America. Today, CIEE develops and administers a wide variety of study, work, and travel programs for students at the secondary, undergraduate, graduate, and professional levels.

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21

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